

## GRADE 2

### Communities Here and across the World

**Standard 2-2:** The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.

**2-2.5:** Compare the history and features of the local community with those of different communities around the world. (G)

**Taxonomy Level:** B 2 Understanding /Conceptual Knowledge

**Previous/future knowledge:** In the first grade (1-1.4) students compared the daily lives of families across the world—including the roles of men, women, and children; typical food, clothes, and style of homes; and the ways the families earn their living.

In sixth grade (6-1.4, 6-4.1) students will compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, and compare the features and major contributions of the African civilizations of Ghana, Mali, and Songhai, including the influence of geography on their growth and the impact of Islam and Christianity on their cultures. In seventh grade (7-1.3) students will compare how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies.

**It is essential for students to know** the elements of the history and culture of their own local community. Students must also be able to compare this information to select communities around the world.

**It is not essential for students to know** the history and culture of all (or many) world communities.

#### Assessment guidelines:

Appropriate assessment requires students to **compare** the history and features of the local community with communities around the world; therefore, the primary focus of assessment should be to **contrast** the similarities and differences between select communities around the world.